Year 3 Curriculum Overview 2023-2024

Subject	AUTUMN	SPRING	SUMMER
English	**Comedy Narrative: The Incredible Book Eating Boy** We will begin the year by writing a comedy story of The Incredible Book Eating Boy. During this unit we will introduce the children to the Jane Considine method of writing which teaches children to write creatively using scaffolded support. **Adventure narrative – Stone Age Boy** This unit of work is focused on examining the story of Stone Age Boy. The children will be exploring the text learning to use lots of grammatical and language skills to write their own version of the adventure. **Non-fiction Travel Guide/ Holiday brochure – Skara Brae** This unit of work is focused on writing a holiday brochure of the Stone Age settlement of Skara Brae. Children will learn the key features of holiday brochures and then attempt to write their own. **Narrative – The Secret of Black Rock** During this unit of work, the children will create an adventure story, based on the book 'The Secret of Black Rock', concentrating on describing setting using a variety of grammatical structures and language devices.	**Alternative fairy tale: The Real Story of the Three Little Pigs** We will this term by writing an alternative fairy tale, based on the 'Real Story of The Three Little Pigs'. Children will write their own version of the story and can choose to change the characters or setting, to make it their own. **Narrative – Short Film – The Blue Umbrella** Using the Pixar short film 'The Blue Umbrella' as an inspiration, children will write their own narrative version of the story using devices such as metaphor and simile to create a vivid picture in the readers mind. **Narrative – Story from another culture – The Magic Paintbrush** Using the Julia Donaldson picture book version of 'The Magic Paintbrush', children will write their own adventure narrative of the story. They will use dialogue, paragraph structure and creative language to tell their own version of the tale. **Non-Fiction- Instructions - My Strong Mind** In this unit, children will learn to write instructions using appropriate language, imperative verbs, appropriate layouts and rhetorical questions.	**Poetry – Summer is here** Children will examine the structure of the poem 'Summer is here' and understand the use of verses and repetition. They will use the structure to create their own poem about seasonal changes. **Letters – Persuasion - Sherlock Holmes** The children will learn about mystery stories; gathering ideas, vocabulary and characters to better understand the text. The children will write a persuasive letter to a publisher encouraging them to support reading and promote a love of reading. **Narrative – Traditional Tale - The Happy Prince** Using the traditional tale of: 'The Happy Prince', children will write their own traditional tale using appropriate language choices to display the genre. They will use a variety of grammatical features from the Year 3 curriculum and follow a traditional narrative structure to create their own tale. **Biography – Tutankhamun** As part of our Egyptian unit, children will write a biography of the famous Egyptian pharaoh Tutankhamun. They will use the third person and past tense to describe his life.

Spelling	We follow the No Nonsense Spelling scheme. We explore suffixes ('-s', '-es', '-er', '-ed', '-ing') and prefixes (dis, un, re, mis), rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they), homophones and words from the Year 3 and 4 Statutory Spelling list.	We follow the No Nonsense Spelling scheme. We explore suffixes (ness and full, less, ly), prefixes (sub, tele, super, auto), homophones, contractions, words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure'): dictation and words from the Year 3 and 4 Statutory Spelling list.	We follow the No Nonsense Spelling scheme. We revise previously taught prefixes and suffixes, teach suffix '-ly' with root words ending in 'le' and 'ic', rare GPCs (/ɪ/ sound), teach the /ʌ/ sound spelt 'ou' and practice words from statutory and personal spelling lists.
Grammar	Beginning with a focus on sentence structure (simple and compound) and punctuation (capital letter, full stop, comma, exclamation mark), the children will explore the features of a sentence (noun, verb, adjective, adverb, coordinating conjunction, clause) and write their own Stone Age writing with a focus on expanded noun phrases.	We will be embedding our grammar skills throughout our writing in English. This term will be focusing on; • Using subordinate clauses. • Using a range of time conjunctions. • Using adverbials of time and place. • Using a range of conjunctions, adverbs and prepositions to show time, place and cause. • Organising our writing into paragraphs around a theme. • Punctuating direct speech accurately.	We will be embedding our grammar skills throughout our writing in English. This term will be focusing on; • Using subordinate clauses. • Using fronted adverbials. • Using commas after fronted adverbials • Expanding noun phrases with the addition of adjectives. • Using progressive and perfect tense in our writing. • Using all punctuation accurately.
Guided Reading	Guided Reading will take place every day for 30 minutes. We will examine texts and use techniques to retrieve information, discuss opinions on the texts and begin to use inference skills to better understand the text. Over the course of the year we will examine the following texts • Paddington • King Coo • How to Live Forever • Voices in the Park • Fizzlebert Stump • The Mousehole Cat • Sherlock Holmes – The Three Students	Guided reading will continue throughout the term as we develop our retrieval, inference and deduction skills.	Guided reading will continue throughout the term as we develop our retrieval, inference and deduction skills.

Maths	**Number - Place value.** • Represent numbers to 100 • Partition numbers to 100 • Number line to 100 • Hundreds • Represent numbers to 1000 • Partition numberse to 1000 • Flexible partitioning of numbers to 1000 • Hundreds, tens, ones • Find 1, 10 or 100 more or less • Number line to 1000 • Estimate on a number line to 1000 • Compare numbers to 1000 • Order numbers to 1000 • Count in 50s **Number – Addition and subtraction.** • Apply number bonds within 10 • Add and subtract 1s • Add and subtract 10s • Add and subtract 100s • Spot the pattern • Add 1s across 10 • Add 10s across 100 • Subtract 1s across 10 • Subtract 10s across 100 • Make connections • Add two numbers (no exchange) • Subtract two numbers (no exchange) • Add two numbers (across a 10) • Add two numbers (across a 100) • Subtract two numbers (across a 10) • Subtract two numbers (across a 100) • Add 2 digit and 2 digit numbers • Subtract a 2 digit from a 3 digit number • Complements to 100 • Estimate answers	**Number – Multiplication and division (B)** • Multiples of 10 • Related calculations • Reasoning about multiplication • Multiply a 2 digit by 1 digit number- no exchange • Multiply a 2 digit by 1 digit number- with exchange • Link multiplication • Divide a 2 digit by 1 digit number- no exchange • Divide a 2 digit by 1 digit number- flexible partitioning • Divide a 2 digit by 1 digit number- with remainders • Scaling • How many ways? **Measurement – Length and perimeter** • Measure in m and cm • Measure in mm • Measure in cm and mm • Metres, centimetres and millimetres • Equivalent lengths (m and cm) • Equivalent lengths (mm and cm) • Compare lengths • Add lengths • Subtract lengths • What is perimeter? • Measure perimeter • Calculate perimeter **Number- Fractions (A)** • Understand the denominators of unit fractions • Compare and order unit fractions • Understand the numerators of non-unit fractions • Understand the whole	**Number- Fractions (B)** • Add fractions • Subtract fractions • Partition the whole • Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions on an amount **Measurement- Money** • Pounds and pence • Covert pounds and pence • Add money • Subtract money • Find change **Geometry-Shape** • Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2D shapes • Draw polygons • Recognise and describe 3D shapes • Make 3D shapes **Statistics** • Interpret pictograms • Draw pictograms • Interpret bar charts • Draw bar charts • Collect and represent data • Two-way tables

	• Inverse operations • Make decisions **<u>Number – Multiplication and division (A)</u>** • Multiplication equal groups • Use arrays • Multiples of 2 • Multiples of 5 and 10 • Sharing and grouping • Multiply by 3 • Divide by 3 • 3 times table • Multiply by 4 • Divide by 4 • 4 times table • Multiply by 8 • Divide by 8 • 8 times table • 2, 4, 8 times tables	• Compare and order non-unit fractions • Fractions and scales • Fractions on a number line • Count in fractions on a number line • Equivalent fractions on a number line • Equivalent fractions as bar models **<u>Measurement – Mass and capacity</u>** • Use scales • Measure mass in grams • Measure mass in kg and g • Equivalent masses (kg and g) • Compare mass • Add and subtract mass • Measure capacity and volume in ml • Measure capacity and volume in L and ml • Equivalent capacities and volumes L and ml • Compare capacity and volume • Add and subtract capacity and volume	

Science	**<u>Working Scientifically</u>** Children learn how to carry out scientific investigations and the processes involved, learning and using the associated scientific vocabulary. We will set up simple practicals, record and present data, report on our findings and look to compare our ideas and processes. **<u>Rocks and Soil</u>** We will look at different types of rocks and soils, identifying their properties and uses through investigation and research. We will also be learning how soil is made from organic matter and other rocks. We will then describe how fossils are formed when things that have lived get trapped within rock. The children will also be learning all about the famous palaeontologist, Mary Anning.	**<u>Animals Including Humans</u>** In the Spring term we look at ourselves, discovering that humans and some other animals have skeletons and muscle. We will look at the purposes of the muscles in our body: support, protections and movement. We will explore the need for the right types of nutrition and the amount of nutrition we need. We will explore how we get out nutrition and compare this to some animals too. **<u>Plants</u>** Children will learn how to identify and describe the different functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They will explore what a plant needs to survive and grow. We will then investigate the way in which water is transported within plants and the life cycle of flowering plants.	**<u>Light</u>** We will be looking at light by exploring why we need light to see things and understand that dark is the absence of light. We will learn about how light is reflected from surfaces. We will recognise that the light from the sun can be dangerous and how we can protect our eyes. Next, the children will learn how shadows are formed and investigate patterns in the way the size of shadows change. **<u>Forces</u>** In this topic we look at the forces around us, how they affect our lives and their usefulness to us. We explore magnetism, predicting whether poles will attract or repel depending on which way they are facing.

Computing	**<u>Connecting</u>** Children will understand how electronic devices work. How they are connected via a school network and through the Internet. **<u>Animation</u>** Children will learn how to create simple animations by making pictures move frame by frame. They will develop these frames into a simple story which will then be evaluated.	**<u>Programming - Making Music</u>** Using Scratch software, children will learn to use coding to create sounds. They will build a coded version of a simple playable piano. **<u>Branching Databases</u>** Children will learn how branching databases work. They will build their own databases and use them to present information.	**<u>Desktop Publishing</u>** Children will learn to insert text and pictures into a document. They will edit templates and add content to create finished documents. **<u>Programming – Events and Actions</u>** Continuing their use of Scratch, children will learn to create a maze game using code. They will learn to adapt designs and debug errors in the code
RE	**Christianity: How did Jesus change lives and how is it 'good news'?** We explore some of the miracles of Jesus through the eyes of Peter and others who were there. During this unit, we explore what the Bible has to say about identity, friendships and relationships and forgiveness, reflecting on how Jesus' example and Peter's experiences might help Christians when they experience relationship difficulties. **Christianity: How can artists help us to understand what Christians believe and do?** We learn to understand how Christian art expresses belief and enables worship. Many Christians throughout history and across the world have used art to express their love for, and understanding of, God. The children then have the opportunity to use art to express their own ideas about God. **Christmas Pause Day** In the run up to Christmas, we will take a day to pause and reflect on the meaning and beliefs behind the celebration. We make links to Christian beliefs and the Nativity story and create a piece of artwork to reflect our own ideas.	**Islam: How does worship (ibadah) show what is important to Muslims?** This unit focuses on prayer being important for most Muslims, as it is when time is taken out of the day to show a submission to Allah (Arabic term for God). Muslim beliefs about prayer or worship (ibadah) show a dedication to obeying Allah. Muslims can pray anywhere, but it's good for them to pray together in a mosque. This togetherness with the community or 'ummah' shows their unity with their brothers and sisters in Islam. **Christianity: What is the bible's big story and why is it like treasure for Christians** We learn about the framework across the whole of the Bible, to help us to understand how the Bible is both a collection of many different stories, and one 'big story' of God and his relationship with people. We also explore how Christians use their creativity to show how they treasure the Bible and show their beliefs about God, which will help children develop their own ideas. **Easter Pause Day** In the run up to Easter, we will take a day to pause and reflect on the meaning and beliefs behind the celebration. We make links to Christian beliefs and the Easter story (death and resurrection of Jesus) and we will have the	**Judaism: What are important times for Jewish people?** We investigate some of the major Jewish festivals, to explore their links with Jewish history, covenant and commandment, and reflect on how celebrating these events helps Jewish people to 'remember' and binds the Jewish community together. Through festivals, they are reminded of God's faithfulness to his people. We learn about the significance of Bar/Bat Mitzvah and the symbolism of Jewish marriage. **Thematic: How do people use creative ways to express their beliefs?** We explore the many different ways in which people use their creativity to express the things that they believe. Throughout this unit children could focus on one or more of the Creative Arts e.g. Art, Poetry, Music, Drama or Dance.

		opportunity to decorate or create our own cross, amongst other activity choices.	
Geography	**<u>Are all settlements the same?</u>** In this unit, we focus on our local area and land use to learn more about: • differences between villages, towns and cities. • locating cities and counties in the UK. • describing different types of land use. • human and physical features. • comparing our local area to the location of New Dehli in India. • following a route on an OS map and identify features using the legend.	**<u>Who lives in Antarctica?</u>** In this unit, we focus on the continent of Antarctica to learn more about: • climates. • human and physical features. • the position and significance of lines of latitude and longitude. • the explorer Ernest Shackleton. • following and plotting simple map routes.	**<u>Why are rainforest important to us?</u>** In this unit, we focus on the Amazon rainforest to learn more about: • biomes. • key features of a rainforest (layers, trees, plants, animals). • indigenous people using the Amazon's resources. • how rainforests are changing. • negative human impacts.
History	**<u>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>** In this unit, pupils will learn to: • understand that prehistory was a long time ago. • accurately place AD and BC on a timeline. • observe archaeological evidence. • use artefacts to make deductions about the Amesbury Archer's life. • explain how bronze was better than stone and how it transformed farming. • identify changes and continuities between the Neolithic and Iron Age periods.	**<u>How have children's lives changed?</u>** In this unit, pupils will learn to: • suggest how children's lives have changed through history. • explain why children needed to work in the Tudor and Victorian periods. • identify the kinds of jobs Tudor and Victorian children had. • identify how Lord Shaftesbury changed the lives of children. • use sources to identify leisure activities and compare them over time. • identify diseases from the past and discuss how effective the treatments were.	**<u>What did the ancient Egyptians believe?</u>** In this unit, pupils will learn to: • identify the ancient civilisations and key periods in ancient Egypt. • describe the physical features of Egypt. • identify the characteristics of important gods or goddesses. • explain why the pyramids were built. • identify the stages and challenges of building a pyramid. • explain the links between ancient Egyptian beliefs and mummification. • explain some Egyptian beliefs about the afterlife.

Art	**<u>Painting and mixed media: Prehistoric painting</u>** **This unit explores prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Pupils experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge.** In this unit, pupils will learn to: • explain approximately how many years ago prehistoric art was produced. • use simple shapes to build initial sketches. • use charcoal to recreate the style of cave artists. • demonstrate good understanding of colour mixing with natural pigments. • discuss the differences between prehistoric and modern paint. • make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • successfully make positive and negative handprints in a range of colours. • apply their knowledge of colour mixing to make natural colours.	**<u>Drawing: Growing artists</u>** **This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.** In this unit, pupils will learn to: • use simple shapes to form the basis of a detailed drawing. • use shading to demonstrate a sense of light and dark in their work. • shade with a reasonable degree of accuracy and skill. • blend tones smoothly and follow the four shading rules. • collect a varied range of textures using frottage. • use tools competently, being willing to experiment. • make considered cuts and tears to create their ideas. • understand how to apply tone, with some guidance about where to use it. • draw a framed selection of an image onto a large scale with some guidance.	**<u>Craft and design: Ancient Egyptian scrolls</u>** **This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.** In this unit, pupils will learn to: • recognise and discuss the importance of Ancient Egyptian art. • consider the suitability of a surface for drawing. • record colours, patterns and shapes through observational drawing. • choose and use tools and materials confidently. • begin to experiment with drawing techniques. • create a selection of sketches that show idea exploration. • produce a final design with a clear purpose. • follow instructions with minimal support. • discuss and evaluate the process and outcome of their work. • produce a complete painted or drawn piece from a design idea. • use colours and materials appropriately, showing an understanding of effective composition. • have a clear idea of the subject of their zine, including a range of images and information.

DT	**<u>Textiles: Cross- stitch and applique</u>** **Children will learn and apply two new sewing techniques – cross-stitch and appliqué and utilise these new skills to design and make a cushion.** In this unit, pupils will learn to: • use a cross-stitch to join two pieces of fabric together. • design and cut the template for a cushion. • use cross-stitch and appliqué to decorate a cushion face. • make a cushion that includes appliqué and cross-stitch.	**<u>Mechanical systems: Pneumatic toys</u>** **Children will learn to plan, design and make a pneumatic toy (a mechanism that runs on air).** In this unit, pupils will learn to: • draw accurate diagrams with correct labels, arrows and explanations. • correctly identify definitions for key terms. • identify five appropriate design criteria. • communicate two ideas using thumbnail sketches. • communicate and develop one idea using an exploded diagram. • select appropriate equipment and materials to build a working pneumatic system. • assemble their pneumatic system within the housing to create the desired motion. create a finished pneumatic toy that fulfils the design brief.	**<u>Cooking and nutrition: Eating seasonally</u>** **Learning about seasonal foods and using their understanding to create a seasonal food tart**. In this unit, pupils will learn to: • explain that fruits and vegetables grow in different countries based on their climates. • understand that seasonal fruits and vegetables grow in a given season. • understand that eating seasonal fruit and vegetables positively affects the environment. • design a tart recipe using seasonal ingredients.
PSHE	Our lessons will be linked to our school values. We will also be covering road safety as part of are Juniors topic to teach the children how to cross the road safely and independently. We will also be learning about listening skills and positive friendships. **<u>Being Me in My World</u>** We will be getting to know our new classes, creating class charters and reflecting on our achievements and what we are most proud about ourselves and each other. **<u>Celebrating Difference</u>** We will understanding how and we people are different. The children will be looking at	Our lessons will be linked to our school values. We will also be covering listening skills and friendship. **<u>Dreams and Goals</u>** In PSHE this term the children will be thinking about their own dreams and goals and how to stay motivated when achieving these. They will be developing positive attitudes to challenge and helping others achieve their goals too. **<u>Healthy Me</u>** In PSHE this term the children will be learning about keeping healthy. We will	Our lessons will be linked to our school values. We will also be covering listening skills and friendship. **<u>Relationships</u>** In PSHE this term the children will be recapping friendship and learn how to resolve friendship issues independently. They will be learning about responsibility and to become a global citizen and thinking about how to keep safe online. **<u>Changing Me</u>** In PSHE this term the children will be learning about how babies grow, how our

	relationships and solving conflict. They will consider what makes a good friend and how to show respect to others.	explore exercise as a way to keep healthy before moving onto thinking about potential hazards we can encounter and how to avoid them. The children will also be reflecting on ways to stay safe and how to keep others safe.	bodies change as we grow while identifying family stereotypes. The children will then start to start to think about changes they will make next year and know how to go about this.
PE	PE will take place every Friday afternoon. This will take place on a rotational basis, either being taught by the class teacher, Mr Coles or Complete Coaching (outside agency). Over the course of the year, we will be learning the following sports/ physical activities: • **Tag Rugby** (Autumn 1- Spring 1) • **Basketball** (Autumn 1- Spring 1) • **Orienteering** (Autumn 1- Spring 1) • **Athletics** (Spring 2- Summer 2) • **Dodgeball** (Spring 2- Summer 2) • **Dance** (Spring 2- Summer 2) • **Swimming**- 1 class rotates per term all year (e.g. Oak Autumn 1, Ash Autumn 2, Elm Spring 1 etc)	PE will continue on a rotational basis each term, following the list noted.	PE will continue on a rotational basis each term, following the list noted. **Sports Day will take place in the Summer, for all to compete in.**
Music	**<u>Whole-class instrumental lessons > South Africa (Instrumental lessons)</u>** **Children will use glockenspiels to play a whole class piece of music, inspired by South African music.** In this unit, pupils will learn to: • identify the basic key features of staff notation • recognise and play minims by ear and from staff notation • recognise and play semibreves by ear	**<u>Developing singing technique (Theme: the Vikings)</u>** In this unit, pupils will learn to: • move and sing as a team, following the lyrics on the screen. • recognise minims, crotchets and quavers often by ear and reliably by sight. • perform rhythms accurately from notation and layer them to create a composition. • add appropriate sound effects to their performances using untuned percussion. • join in with the performances confidently, and reasonably in time and tune.	**<u>Pentatonic melodies and composition (Theme: Chinese New Year)</u>** In this unit, pupils will learn to: • Match their movements to the music, explaining why they chose these movements. • Accurately notate and play a pentatonic melody. • Play their part in a composition confidently. • Work as a group to perform a piece of music. **Music days**

	and from staff notation • recognise and play crotchet rests by ear and from staff notation • to compose rhythmic patterns for a gumboot dance	• make suggestions for improving their performance.	**Whole-class instrumental lessons > Caribbean (Instrumental lessons)** In this unit, pupils will learn to: • understand the main features of Calypso music • improvise a vocal part in the style of Calypso • understand how and why percussion instruments can be used in Calypso music • recognise and perform quavers in staff notation • improvise in a Calypso style using a pentatonic scale.
MFL	**French greetings** In this unit, pupils will learn to: • greet someone and introduce themselves in French • use the correct French greeting for the time of day. • ask and answer a question about feelings in French. **French Day** **French adjectives of colour, size and shape** In this unit, pupils will learn to: • recognise and name colour words. • describe shapes by their colour. • describe shapes by their size and colour. • understand and recognise what are cognates and near cognates. • follow instructions in French and create a piece of art in the style of French artist Matisse.	**French playground games** In this unit, pupils will learn to: • count from one to six in French • count beyond six in French • use number words to give more information about themselves (e.g. how old you are) • recognise written numbers in French • recall numbers one to 12 with increasingly accurate pronunciation.	**In a French classroom** In this unit, pupils will learn to: • understand and respond to simple classroom instructions. • name school bag objects and recognise if they are masculine or feminine. • ask and answer a question about something you have or do not have. • read and understand short sentences. • prepare and present a short spoken text.

Visits and trips	Road Safety Stone Age Workshop Christmas Pause Day Nativity Performance	Internet Safety week Book Week Comic Relief Trip to Wisley Gardens	Sherlock Morning Trip to Haslemere Museum Egyptian Morning Sports Day